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17. ABSTRACT (MAX. 250 WORDS)

The instructional materials center is located in the local high school and supplies all schools in the area. Audiovisual equipment orders, after selections are made by the classroom teacher, are processed by the center, confirmed and delivered by truck three times each week. Each school has a building coordinator who checks the orders into the building, channels them to the requesting teacher, and returns them for pick-up according to schedule. Coordinators participate in citywide workshops devoted to learning about and creating projected materials. These teachers also train others in the use of materials and equipment, inform their colleagues of new materials and techniques, and organize and train student assistants. The high school operates its own closed circuit television channel, and the elementary schools enjoy the service of open circuit educational television. A correlated teacher's program for each level insures maximum effectiveness in the classroom and serves to demonstrate other potentials for inservice training programs. Equipment permanently located in all schools includes sound-on-film projectors, opaque projectors, tape recorders, record players, projection screens, and rooms with light control. The overhead projector has been used to introduce modern arithmetic to parents, while the tape recorder has proved useful in teaching reading and music. In a unit on communication the opaque projector was used for enlarging news stories, the tape recorder for recording and analyzing student speeches, the filmstrip projector for showing a film on a newspaper, and the teletrainer for teaching good speaking and listening techniques. Student reading speed and comprehension has shown improvement through the use of accelerating devices, and sentence diagraming has been introduced by using the overhead projector.

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INSTRUCTIONAL TECHNOLOGY - U.S.C.
2632

At the Weymouth Instructional Materials Center, elementary coordinators participate in an all-day workshop, devoted to learning about and creating projected materials

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Coordinated AV

By PAUL C. CLEAVES, *Director, Dept. of AV Instruction, and faculty members of Weymouth, Mass., Schools*

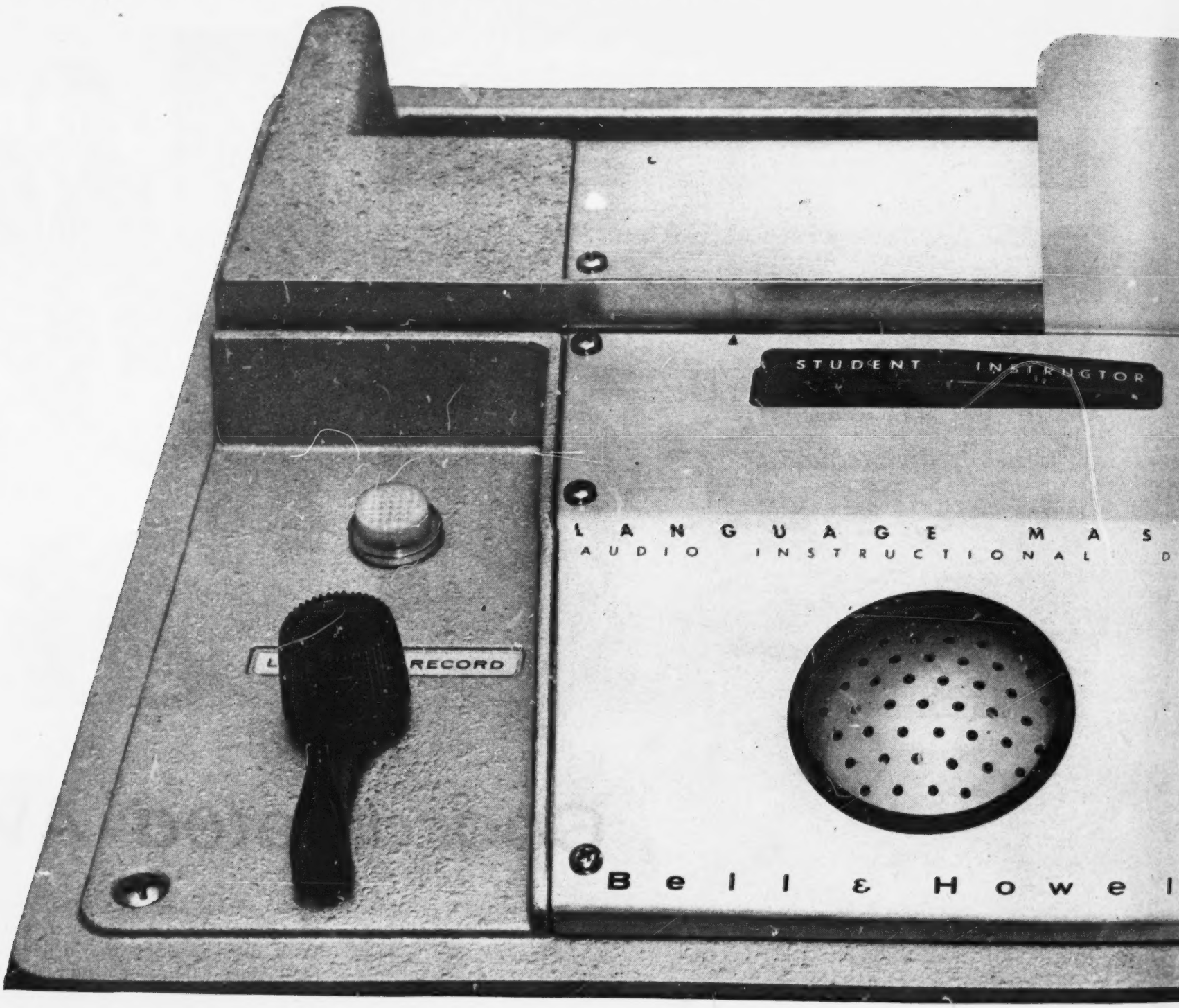
Here's how a system with 18 elementary schools, each with building coordinator, work together for a well-integrated AV program. Some of their methods may well be adaptable to your classroom

"Jake, please drop off another projector (sound) at the Pond, today. With all those prints they'll need it!" Mrs. Janet Eburn, our right and left arm, is lining things up with our delivery man. The Pond School has three sound projectors on location, but with previews of new prints, regular orders. . . !

Things were not always like this in Weymouth. Back in 1947 (almost all AV programs date from this period) we had only four sound projectors in the entire school department and they weren't really meant to be moved! But then, we were a lot smaller—and were just sensing the great potential of the newer tools for teaching and learning.

Reprinted from *Grade Teacher* Magazine

Unique new classroom assistant:



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GT-6

AV director Cleaves in his office at the Center, previewing filmstrips

A teacher comes to the Center to learn how to operate a new projector

"Jake" loads the delivery truck. Each school gets 3 deliveries a week

The town of Weymouth, Massachusetts, founded in 1623 twelve miles south of Boston on the shore of Greater Boston Bay was the second settlement in Massachusetts. Covering 16.7 square miles with a population density of 2,885 persons per square mile and a limited town meeting form of government, the town is a residential suburb of Boston. From a population of 28,000 in 1947 Weymouth has grown to become the third largest town in Massachusetts with a population of approximately 50,000 people. During the same time the total school population increased from 4,700 to 11,300 while we were building eleven new school buildings and remodeling nine others. Our elementary average daily attendance per pupil cost for the school year 1962-63 was $377.05. In general, we like to think of ourselves as being an average town with an average budget for school purposes with a better than average school system.

Keeping pace with this rapid expansion soon required the full-time services of an Audiovisual Director. It now requires a staff of one full-time secretary, one full-time assistant-technician, one half-time truck driver and innumerable clerical and technical assistants drawn from our high school student body. These people serve the needs of over 500 teachers in 25 units of which 18 house our elementary grades.

Heart of our current audiovisual program is the Instructional Materials Center which is located in the new (1963) Weymouth High School, a 2600-pupil senior academic (2000) vocational-technical (600) plant. From a compartmented area of approximately 2300 square feet (27′ x 86′) we are approaching as closely as possible the true IMC concept of a "one-stop" facility. And, with the exception of text books and standard library materials (the library is nearby but not adjacent), we do "cover the universe" orally and visually.

The Weymouth IMC has eight primary areas as indicated in the enclosed sketch with storage facilities under all areas except the closed-circuit television studio and the distribution section. While most of the functions indicated are self-explanatory, some of our features have proved even more desirable than at first expected. For instance, the additional five feet of height in the T-V studio is most necessary for overhead lighting, etc. And, of course, it is very helpful for our town-wide distribution system to be able to roll materials directly to and from the delivery truck.

The "taping cubicles" "listening booths," or "study carrels," originally designed with faculty use in mind, are in constant demand by students as well and require all manner of impromptu set-ups throughout the area to handle

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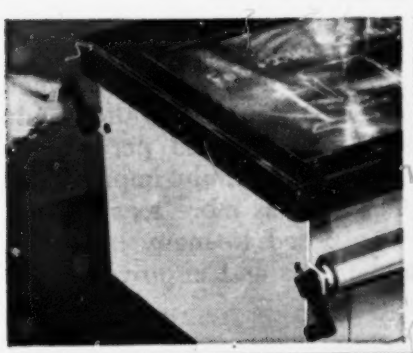
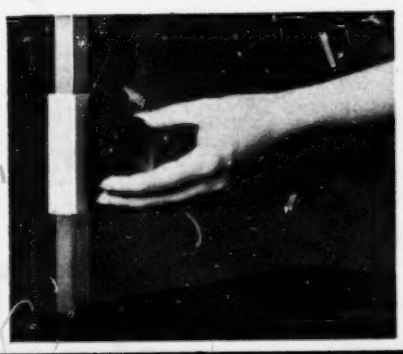
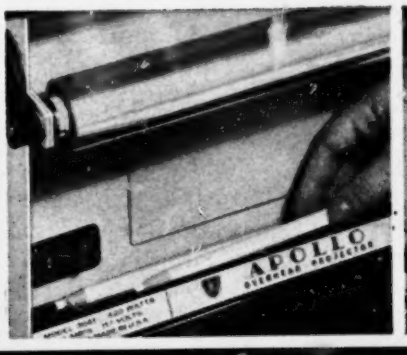


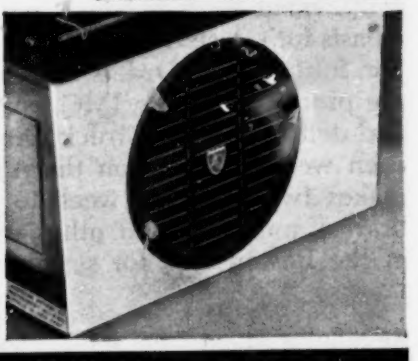
1. Transparency roll attachment† operates in conventional direction . . . from front to back.



2. Focusing knob provides smooth, positive fine focusing. Corner post allows use of vertical and horizontal overlays.



3. Front and rear compartments for storage of cord, spare bulbs, pens and pencils.



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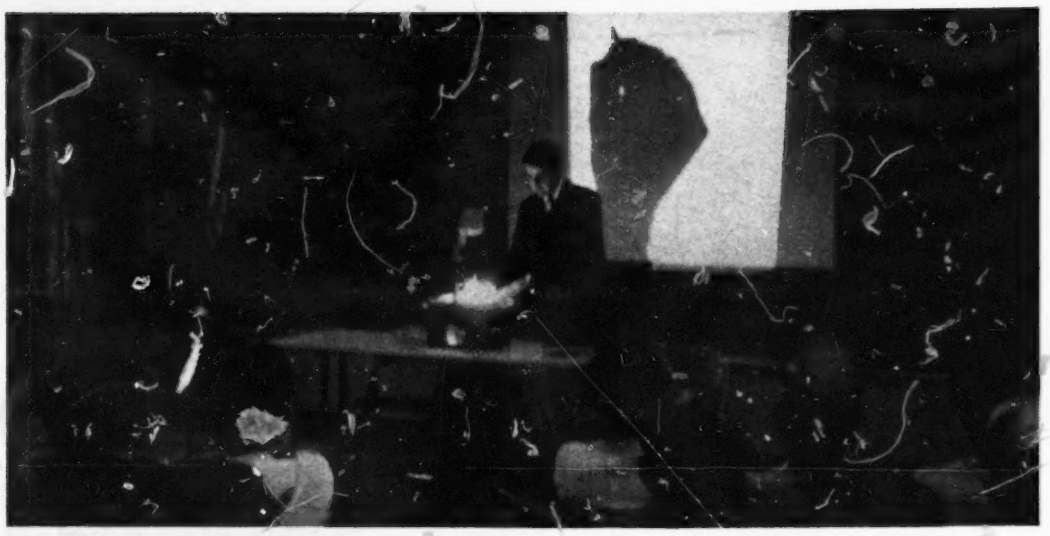


The overhead projector was used to brief parents about a "new math" program

the overflow. Also, the materials production and preparation section has been far more active than was anticipated, particularly in the area of overhead projection transparency production and reproduction. These latter two facilities should be easily expandable in any new center under consideration! With our elementary and secondary catalogs of materials in the hands of each teacher at each level (we list over 500 sound-films, 3,000 individual filmstrip titles, records, tapes and transparencies), our instructional materials center is straining to meet present demands and to gear for the coming explosion in our field of the newer educational media.

In addition to fully servicing the high school in which it is physically located, the IMC supplies all other schools with the following major services and functions:

1. Distribution

Weekly materials lists are issued to supplement each teacher's catalog as a basis for selected requests for current (or future) use. Orders thus selected are processed by the IMC, confirmed, and delivered by AV truck three times each week. In addition the AV truck makes two calls per week to film libraries, museums and other suppliers in the Boston area for supplementary materials not available in our own library or in need of duplication because of heavy demand.

2. Building Coordinators

Each school has an AV Coordinator who checks orders into the building, channels them to requesting teachers and returns them to the IMC according to schedule. In addition to this, he trains teachers in the uses of materials and equipment, informs them of new materials and techniques available and organizes and trains a student projection club to assist teachers. (As you can see, quality in coordination is essential to a quality audiovisual effort.)

3. In-Service Training and Workshops

Building coordinators attend periodic meetings and workshops as they are needed. In addition, the Director conducts in-service training programs both at the IMC and at individual schools.

4. Closed- and Open-Circuit Television

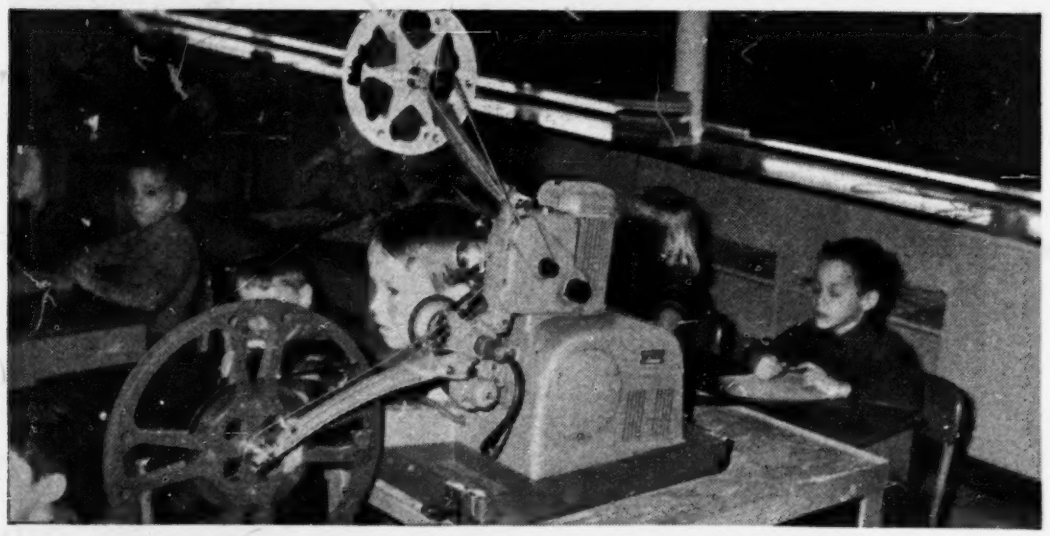
We have fully explored the possibility of a town-wide closed-circuit television system and are prepared to install such a system whenever the situation warrants it. In the meantime, the high school operates its own closed-circuit channel and our elementary schools enjoy the exceptionally fine services of open-circuit educational television via Station WGBH-TV, "The 21-Inch Classroom," which offers 16 classroom programs in addition to several teacher-training programs. Of these perhaps the *Parlons Francais* series is most distinctive in its offering of French for elementary schools starting at the fourth grade. This program is offered in two fifteen-minute lessons per week throughout the school year. A correlated teacher's program for each level insures maximum effectiveness in the classroom and demonstrates other potentials for in-service training programs via this medium.

5. Preview and Evaluation

Preview and evaluation of materials, projected in particular, are a constant challenge to an IMC. We have had much success by sending out weekly lists, with brief descriptions, of the new materials available for preview. These are scheduled on the basis of teacher requests just as our own materials are with the tacit agreement that each item previewed will be returned with a detailed checklist evaluation and overall rating.

While teacher evaluations are not the sole criteria for purchases, they are the determining factor in any given purchase provided that such basic considerations as local availability of similar materials, curriculum need, and most effective medium are satisfied. Teacher evaluations must be uniformly high and from no fewer than three different schools to qualify material for purchase consideration. Materials evaluation is a most significant, time-consuming task that annually involves an eventual commitment for the purchase of 20-30 sound-films and more than 200 filmstrips alone. Our present method has not only increased the number of evaluations received per title but also it has measurably improved the critical quality as more teachers have become exposed to many new areas, new techniques and improved quality of production.

Re-running sound films without sound and at slower speed helps learning

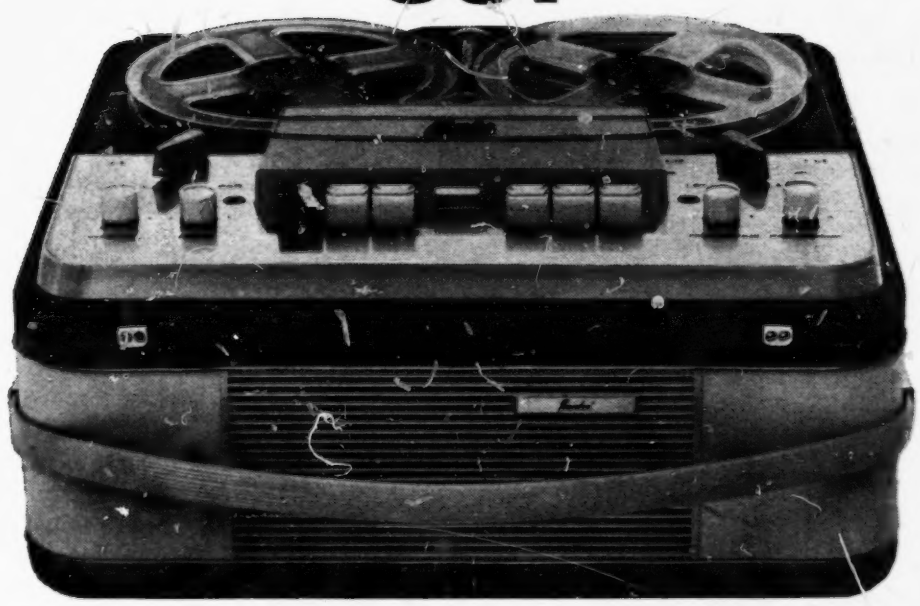


6. Elementary Grade Basic Equipment

Before presentation of good uses of instructional materials that will be detailed below, perhaps we should consider the kinds and amount of equipment available to teachers in the elementary schools of Weymouth. Considering only so-called basic tools, the following equipment has been permanently located in our eighteen units:

Sound on film projectors	27
Combination filmstrip & 2x2 slide projectors	45
Overhead projectors	30
Opaque projectors	18
Tape recorders	28

DOUBLED ECONOMY AND CONVENIENCE ARE YOURS WITH THE NEW NORELCO '301'



. . . a new and ultra-reliable classroom tape recorder designed to handle ALL of your audio teaching requirements.

Now, with the new 4-speed Norelco Continental '301', a single 7" reel of tape allows you all the recording time you need (up to 32 hours) to record courses, programs and projects to their very end—without transport, handling, or continuity problems and with the greatest possible savings in storage space and money. Moreover, thanks to its completely transistorized design, (no tubes), the '301' promises to be the world's most travel-safe and trouble-free tape recorder—both in the classroom and out!

In addition to its 15/16 ips ultra-slow speed, with twice as much recording capability, and its exceptionally reliable transistorized design, the new '301' offers all the features and advantages of its famous predecessor, the Continental '300', long acclaimed by leading audio-visual educators, speech therapists, clergymen, music directors and dramatic coaches as the classroom tape recorder par excellence; ...these include: 4-track monophonic recording and playback • 4-track stereo playback • Simple, push-button operation • Headphone monitoring for "auditioning" student as he records • Mixing and sound-on-sound facilities • Accidental erasure prevention • Portable P.A. facility • Furthermore, the '301' comes complete with power amplifier, dual preamplifiers, wide range NORELCO speaker and dynamic microphone.

For more facts, investigate the complete line of NORELCO 'Continentals' at your dealer's—or write to Dept. Y-6 for free brochure, including condensed "Tape Recorder Buyer's Guide." North American Philips Company, Inc., *High Fidelity Products Division*, 100 East 42nd Street, New York 17, New York.

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Other products: Electric Shavers, Hearing Aids, Radios, Radio Phonographs, Dictating Machines, Medical X-ray Equipment, Electronic Tubes and Devices.

Record players	130
Projection screens	145
Rooms with light control	230*

*All teaching areas at all levels have light control facilities.

With this as a background and with the assumption that "standard uses" of these tools have not been our particular concern in this report, we are happy to present some uses of instructional materials that have proved to be most effective for us and hopefully will generate suggestions for fresh uses of the various media concerned.

In-Service Training of Teachers and Parents—The Overhead Projector and Modern Arithmetic

The overhead projector has been a vital tool in the introduction and establishment of a new Arithmetic–Mathematics program which started in grades one through four in this current school year.

A three-pronged attack was planned for the transition from conventional to modern: 1.) Teacher training 2.) Parent information 3.) Student accomplishment. An eight week, in-service course for teachers, was conducted by the publisher's representative, and this was expanded to a full semester course allowing increment credit for the participants. The overhead projector saved valuable class time that would have been required to draw graphs, Venn-Euler diagrams, and to present examples of formal proof now being used in modern mathematics.

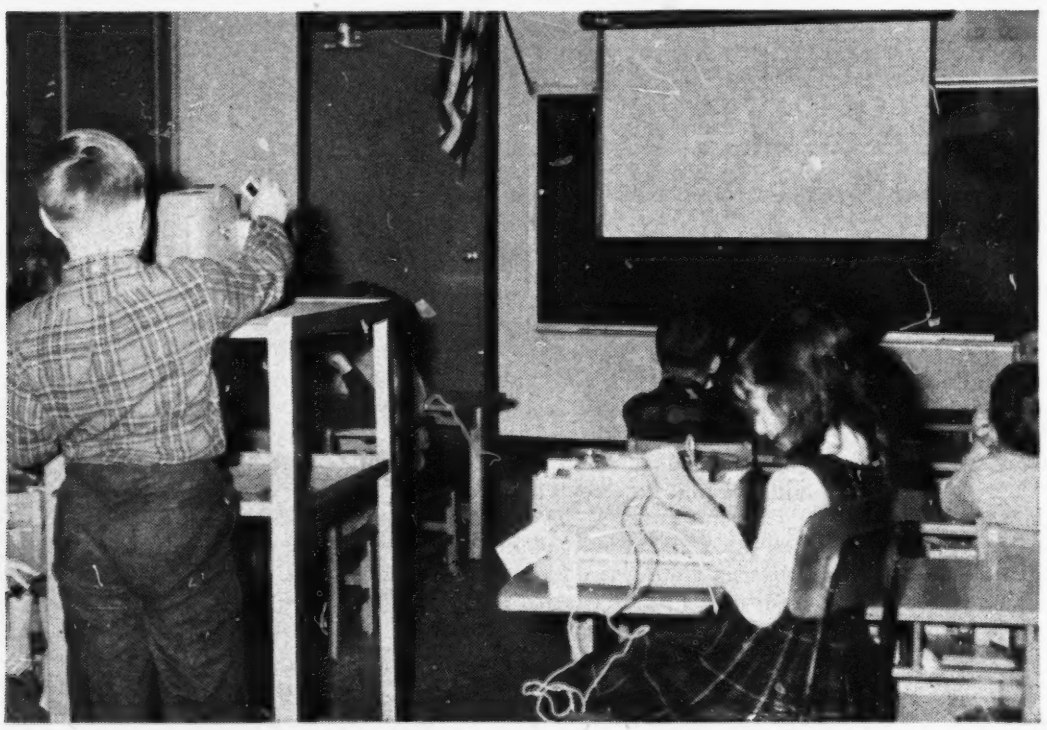
My enthusiasm for the value of the overhead projector in this presentation of material to 1600 parents at P.T.A. meetings is best indicated by the fact that I simply could not have accomplished my objectives without it. When I told the parents that drill was still a vital part of arithmetic, I was able to show actual pages of drill from all of the new arithmetic books. The introduction of unknowns, graphs, equations, etc., are meaningful to parents when they can see examples of them. It is one thing to say the new arithmetic teaches more than the old, but it is easier to say it and show a page from a student's book.

As the result of experimentation in five of our schools, the overhead projector has been selected as the basic tool for the teaching of arithmetic in all our elementary schools next September. Each school will be provided a "starter" set of 160 overhead transparencies. Additional suggestions for use and other materials will be included in the modern arithmetic curriculum guide.

Joseph E. Killory,
Director of Instruction

The tape recorder helps improve articulation and encourage expression

Pictures taken for a slide program have a taped student commentary

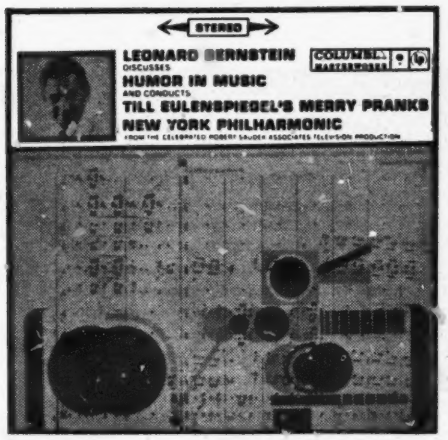


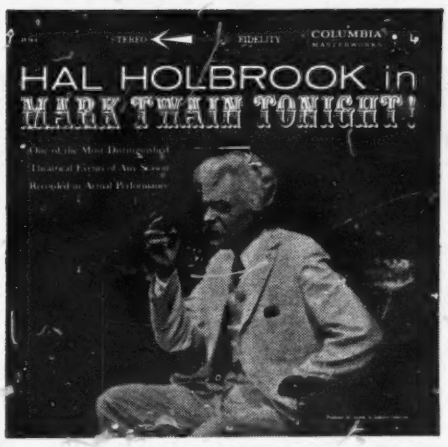
Any Sound Film May Be a Silent Film

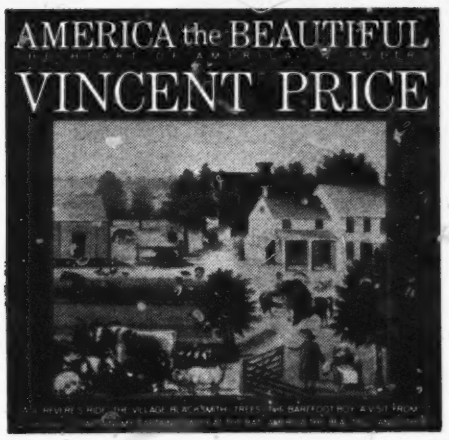
Many of our teachers are using the technique described in the following article. And there are many variations of this particular technique; such as, the showing of a sound film at silent speed and with no sound with the teacher and/or class supplying the sound track; the showing of a sound film in segments with blank sections of film spliced in at appropriate stopping points so that previous material may be discussed and clarified before the next section is shown; and the showing of a sound film with an occasional use of a still picture (if this feature is incorporated in your projector) and reversing a portion of the film to reshow for emphasis (again if your projector has this feature).

We have found in the case of the still picture and the reverse technique that a more desirable approach to the same results may be obtained by using correlated filmstrips in this area so that more intensive study may be made. There is also the question of considerable loss of overall value of a film whenever it is stopped short of the end. This following account is a most effective way of presenting material using the sound projector.

After a sound film has been presented in the usual manner (introduction with vocabulary study, showing and following-up) the class discussion may indicate the need for additional information contained in the film. A rerunning of the sound film with the projector turned to silent speed and the amplifier turned off will allow you to repeat the material shown at one-third slower speed while you make your own commentary or have your class participate.







MUSIC

DRAMA

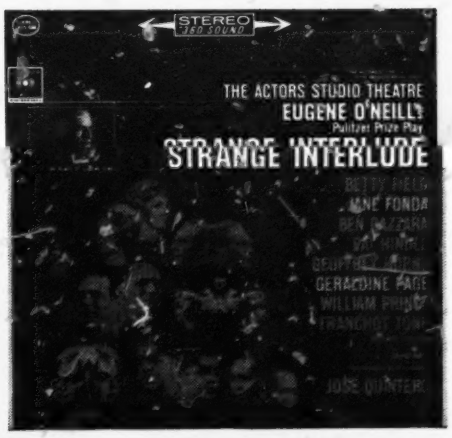
SPEECH

POETRY

HISTORY

LANGUAGES

I Can Hear It Now
WINSTON CHURCHILL
Edited by EDWARD R. MURROW and FRED W. FRIENDLY
with narration by EDWARD R. MURROW
Authorized by the right honorable Sir Winston Churchill, K.G., O.M., C.H., F.R.S.



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The multiple advantages of this technique are obvious. Expressed in elementary grade language, some aims could be:

1. I want to see how accurately you can draw the _____. Can you show me where you can find it living? (from memory, then again after rerun)
2. You have told me what you have learned about the _____. Now I want you to find three more interesting things about the _____.
3. You saw how the _____ changed. Do you remember what each step was? See if you can find four different changes in _____'s life.
4. You could not tell me why _____ went in a _____. See if you can find the correct answer this time.
5. Stop the film. Ask child to tell you:
   (a) Did he get it, or did he try something else?
   (b) What came out of the _____?

I have developed simplified film guides for use with my sound-silent films for distribution to my classes so that they may not only be better motivated for the film showing, but responsible for the completion of at least one specific outcome after each showing. A sample one follows.

Butterfly Mystery

Most butterflies fly and feed in the daytime. They rest with their wings held up over their backs.

The butterfly has six legs. Its body has three parts. There is the head, *thorax* and *abdomen*. Two pair of wings are on the thorax or middle part.

These insects feed on the *nectar* of flowers and plant juice. Their mouths are long sucking tubes.

Their life has many changes. First the butterfly lays *eggs*. From the eggs come little *caterpillars*. They eat greedily. They shed their skins several times. Then the full grown caterpillar is ready to turn into a *pupa*. They hang to a twig. Then the last skin comes off. Then we see the *chrysalis*. It has a hard covering which protects it from cold, wet and its enemies. For weeks or months it does not seem to be alive. Inside the change is making a *butterfly*. He breaks open the chrysalis and comes out with wet and soft wings. Fanning its wings it pumps air into its wings. They harden and he is ready to fly. In a few hours it will fly away and find a mate. Most butterflies live from four to six weeks.

Some butterflies spend the winter in the resting stage (pupa). Others fly south to find new places to live.

You can find Monarch butterfly eggs on the back of milkweed leaves. The little caterpillar hatches out of the egg. Then he will start to eat the leaf. After five months the caterpillar is ready to molt (sleeping stage). In about two weeks it will turn dark. Then the butterfly will pull itself out of the open case.

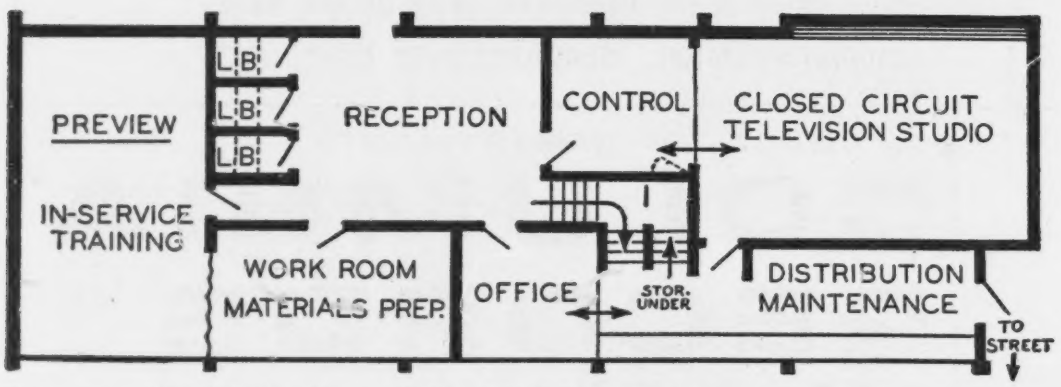
Words to talk about and look for:

thorax
abdomen
nectar
eggs
caterpillar
pupa
chrysalis
molt

Draw a butterfly here. Can you remember the coloring?

After we see the film again, draw another Monarch butterfly. Put the right coloring on it.

Marie Kane—Humphrey School



Floor plan of the Weymouth Instructional Materials Center

Reading Improvement Through The Use Of The Tape Recorder

The tape recorder has been a useful tool in my reading program. As a teaching tool in oral reading it is valuable in that it encourages self-evaluation. The children hear themselves as others hear them. This can lead to improving articulation, completing the thought in a two-line sentence, promoting fluency, encouraging expression. The tape recorder used in a "before" and "after" technique helps the children themselves see how they have

improved.

Recordings at first can be produced for experimentation and for fun. The children soon become familiar with the use of the recorder by identifying themselves and adding a few comments. The class as a group might use it for singing, for choral poetry, etc. At a later date, a small reading group would have the opportunity to use it with a story that lends itself to dramatization. The taped portions may be reviewed for analysis with the hope that a second opportunity might improve expression, inflection, voice control, or whatever requires improvement. When the children have become fully acquainted with the tape recorder, they may use it to tape a performance as the culmination of a book or unit of achievement.

Judith A. Ward—Nash School

The Tape Recorder In Reading

In remedial and developmental reading the tape recorder is most effective in a variety of ways. I have made a tape recording of blend consonants and voice consonants (some of which I have listed below) to be used in grades one through four. After each of these sounds I leave intervals where the pupils can repeat what they heard. The tape includes all the two-letter and three-letter blends as well as word endings. Three sample words are given for word endings with intervals for repetition built into the tape although pupils are also asked to supply their own words.

Breath	*Consonants*
cat	c
fish	f
hat	h
chair	ch
Voice	*Consonants*
boy	b (lips closed)
dog	d (teeth closed)
girl	g (teeth closed)
rabbit	r (not er)

I have found this tape to be very effective both with my own groups for remedial purposes and with regular classes in our building where it is in constant demand.

Mary A. Nolan—Pond School

Teaching Music With The Tape Recorder

Because note reading is a slow, difficult process to teach in the lower grades most teachers (classroom) prefer to teach songs by the rote method using words rather than notes. This method does not work at all well if the teacher does not possess a good singing voice. Such a method could prove quite upsetting to classroom discipline.

Because I do not have a good (true pitch) singing voice and the pupils at my grade level have a limited knowledge of "note reading" my supervisor

Turn to page 64

CORONET GUIDANCE FILMS

FOR THE PRIMARY GRADES

The primary grade teacher has an exceptional opportunity to establish positive behavior patterns in children that will influence their entire life. Under the direction of the teacher children begin to make the sometimes difficult adjustments to living in our complex adult world. Through competent guidance in the classroom children establish standards of conduct that will be the basis of healthy relationships with other people.

To assist the teacher in this meaningful and rewarding role, Coronet has produced a group of guidance films specifically designed for use in the primary grades. The films show the "how" and "why" of getting along with others. The use of children in the films to act out situations and solutions makes a lasting impact on pupils. Listed below are short descriptions of these films. Films are available in color and black-and-white. All may be purchased from Coronet Films or rented from major film libraries.

APPRECIATING OUR PARENTS 11 min. Tommy learns family cooperation as he discovers how much his parents do for him each day.

BEGINNING RESPONSIBILITY: BEING ON TIME 11 min. Jimmy, who misses things because he is not on time, observes firemen and realizes it's important to be prompt.

BEGINNING RESPONSIBILITY: BOOKS AND THEIR CARE 11 min. Attitudes of appreciation toward books as they contribute to our pleasure and knowledge.

BEGINNING RESPONSIBILITY: DOING THINGS FOR OURSELVES IN SCHOOL 11 min. Stresses the satisfactions of self-reliance and the fun of learning.

BEGINNING RESPONSIBILITY: LUNCHROOM MANNERS 11 min. What good manners are, and why they are important to a pleasant lunch hour.

BEGINNING RESPONSIBILITY: OTHER PEOPLE'S THINGS 11 min. A class learns how public and private property should be cared for.

BEGINNING RESPONSIBILITY: TAKING CARE OF THINGS 11 min. How and why children should care for things at school and at home.

COURTESY FOR BEGINNERS 11 min. Courtesy fundamentals presented in a variety of role-playing activities which will delight a young audience.

FAIRNESS FOR BEGINNERS 11 min. Ways of being fair—sharing, taking turns, choosing fairly, and respecting the rights of others.

THE FUN OF MAKING FRIENDS 11 min. The film presents the values of friendships, how to make friends, and how to keep them.

HOW QUIET HELPS AT SCHOOL 11 min. How the quiet atmosphere in a classroom promotes good work and reflects consideration for others.

KINDNESS TO OTHERS 11 min. When Sam is ill, and out of school, everyone remembers his kindness to his family and friends, so his class finds a special way of being kind to him.

LET'S SHARE WITH OTHERS 11 min. Outlining sharing skills, the film teaches lessons in fair play, cooperation, thoughtfulness and friendship.

OUR CLASS WORKS TOGETHER 11 min. We learn of the importance of planning together and of sharing ideas and work.

WAYS TO GOOD HABITS 11 min. Demonstrates how to substitute good habits for bad, and motivates the building of good habits from the beginning.

WAYS TO SETTLE DISPUTES 11 min. These excellent suggestions for settling disputes include compromise, obey the rules, find the facts, and find opinions.

WE GO TO SCHOOL 11 min. The film will help teachers show children how to make a normal adjustment from home to school and gain a sense of "belonging."

WHAT TO DO ABOUT UPSET FEELINGS 11 min. Presents three parallel situations in which learnings from one situation are applied constructively to the next.

YOUR FAMILY 11 min. Develops appreciation and understanding of the family as a social unit in which individuals find happiness through cooperation and responsibility.

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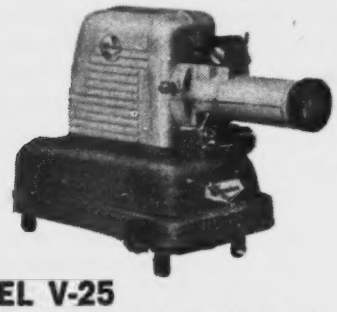

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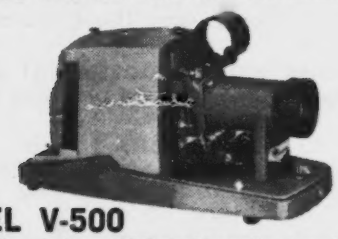

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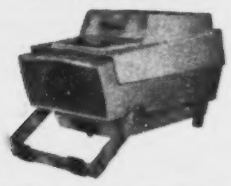

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Beach balls, styrofoam balls and a bamboo pole make a planetary system

COORDINATED AV

Continued from page 19

has solved my problem by recording on tape, all the songs to be taught during the school year.

My procedure for using the tape recorder for this purpose is as follows:

1. Children read words of song silently then orally
2. Discuss locale or setting of song and vocabulary where necessary

3a. Children listen while song is played on recorder enough times to get the "feel of the rhythm"

b. Song is then read orally—in rhythm—to stress "time"

4. Song is hummed several times while recorder is being played softly. Then this is done in the same manner with "loo" substituted for humming in order to develop "round tones"
5. Song is sung (with words) to accompaniment of supervisor's singing with piano accompaniment. This is done with controls set for normal sound to help determine where extra practice is needed. Then song is played softly and where help is needed the volume of sound is increased and then decreased. It is, of course, possible to work on a section of a song several times by rewinding to whatever section is desired.

This method enables me to teach as many as six to eight songs in a two-week interval. Previously I did well to teach one song a week, and always under great strain.

E. L. Emerson—Pond School

A Sound-Slide Unit For Language Arts

I feel that the more we inform our parents of what goes on in the classroom, the better our community relations. With this in mind, we took pictures of many of our first grade activities in the Nash school. Many parents are unaware of the services offered and, except for the three R's, have little knowledge of the many other activities engaged in.

Toward the close of the year we have a slide show and invite the parents. Previous to the show, we discuss the pictures in our classes and then write the commentary. Many language periods will be devoted to this project. When all is ready we record the program on tape, using several of the children as commentators.

To add variety to our program, the children sing a few of their favorite songs when a picture of our music supervisor at the organ is shown.

A few of the activities we show are:

a fire drill
children viewing the firetruck
the nurse weighing some of the children
eye and ear examinations
our Safety Officer giving a safety talk
going to the school library
activities in the gymnasium
changing the bulletin board in the

classroom
- variety in art lessons--working with modeling clay, paints, at the easel, paper construction, etc.
- helping others--bringing bags of clothing for charity, keeping the yard clean
- science activities--collections, planting seeds, making butter, feeding the goldfish, caring for plants.

This activity is most stimulating for all concerned and lends itself readily to many other applications.

E. Bowker--Nash School

A Multimedia Approach to a Unit

Many effective lessons may be developed through enlisting the cooperation of some of the outstanding instructional devices developed by agencies outside the school. In addition to the many quality sound films created for school use by various industries, several national service companies provide resource persons with multimedia instructional kits designed solely for classroom use.

Such an educational program is pictured here with a telephone company representative introducing a unit on effective telephone courtesy and usage. Following a thorough demonstration of the Teletrainer (a miniature telephone switchboard creating the essential situations common to the dial system) the class carries out the unit in depth working from student manuals, correlated sound films and filmstrips, and two dial telephones attached to the teletrainer and a tape recorder. All conversations are "broadcast" as they are taped so that both instantaneous and future playback analysis and evaluation may be made.

Kits of this nature are readily available from many sources. They may be obtained for extended periods of time and may be placed in systems where the demand warrants it on a "permanent-loan" basis and in sufficient quantity to supply all needs.

Such "packaged-units" are created as the result of teacher-pupil needs which have been presented to industry and solved as a cooperative business-education venture of outstanding value.

Esther Rydgren--Humphrey School

Multimedia Approach to a Unit On Communication

A unit on communication was developed with two English divisions at South Junior High School. The students studied reading through magazines and newspapers, writing through persuasive, objective and descriptive styles, speaking and listening through actual student speeches, panel discussions, telephone conversations and tape recordings.

Among the tools used in this unit were: the bulletin board with pictures and charts; the chalkboard; sample newspapers and magazines for group study; a display of contemporary reading matter sent away for by the class and brought in by them.

The instructional tools selected as most helpful in this unit were: the opaque projector for enlarging news stories; the tape recorder for recording and analyzing student speeches; the filmstrip projector for showing a film on the newspaper; and the "teletrainer," Bell System Laboratory device of excellent merit for teaching good speaking and listening techniques. Through the use of this machine students were enabled to have actual telephone conversations in the classroom, and to learn how to speak and

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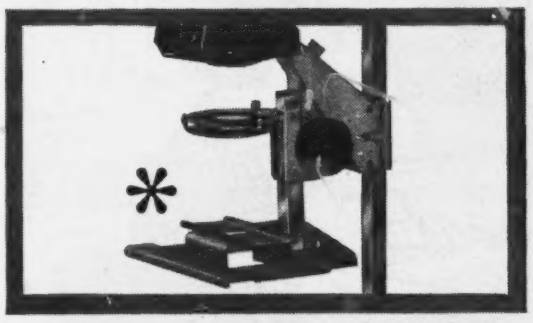

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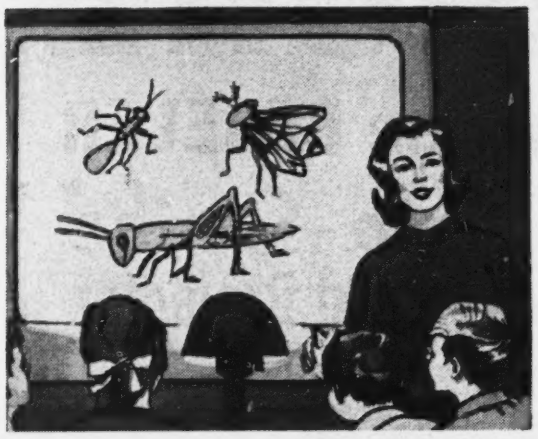

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listen carefully and properly. By the use of a tape recorder plugged into the "teletrainer," it is possible to record and play back conversations for analysis and improvement.

Linda White—South Jr. High School

Our Solar System

Beach and styrofoam balls and a 10-foot bamboo pole (from a rug) are all that is necessary to make our planetary system come within the visual range of understanding of primary grade children.

Each of the styrofoam balls, which are graduated in size, is dipped in various colored paints to give a marblized effect, with the exception of the planet Mars which is colored red. The beach balls which are also graduated in size are used for the larger planets. The only additional material needed is for the planet Saturn which is encircled by a ring made of oak tag.

A bamboo pole is hung the length of my room. At each end I tied some rope and attached this to the light fixtures. In order to hang the balls I took a common pin and tied a piece of thread to it. At the other end of the string I placed a paper clip which was opened to form a hook. The former was stuck either into the styrofoam ball or into the cork stopper of the beach balls and the latter was hooked around the bamboo pole.

Barbara Abend—Adams School

The Teacher Is a Raccoon

"Smokey will not eat his food!" This came sadly from a very disheartened eleven-year old. It was said with all the emotion that any mother would have for an offspring. "It's my job to feed him and he just won't eat! What are we going to do?" The above is an example of how an animal in the classroom can instill within the child the responsibility of doing good work, where in many other instances this would be difficult to do.

It is almost impossible to find a child who does not like animals. In the same light, it is just as impossible to find an animal who does not like children.

Filmstrip or overhead projector serves as

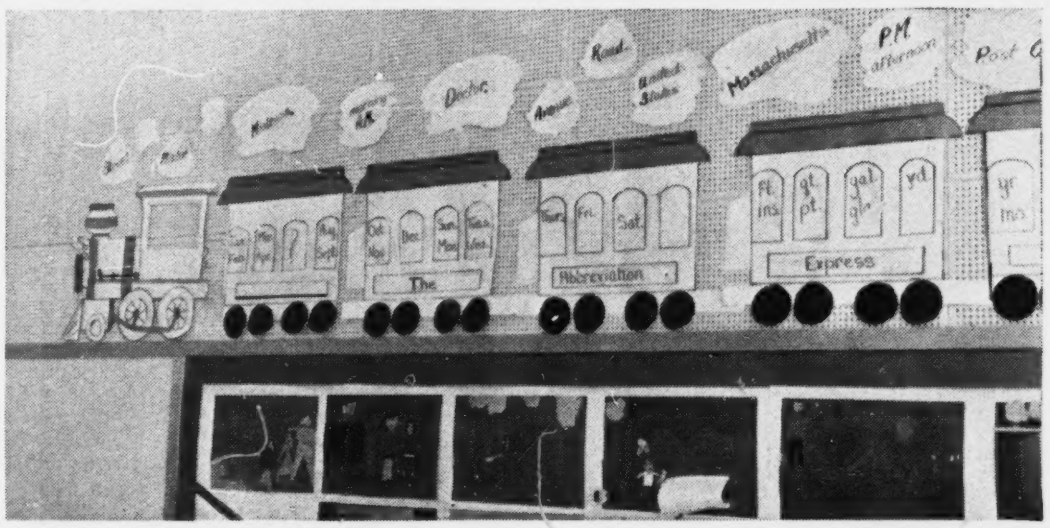
This, of course, becomes very apparent after both the children and the animal have become adjusted to each other.

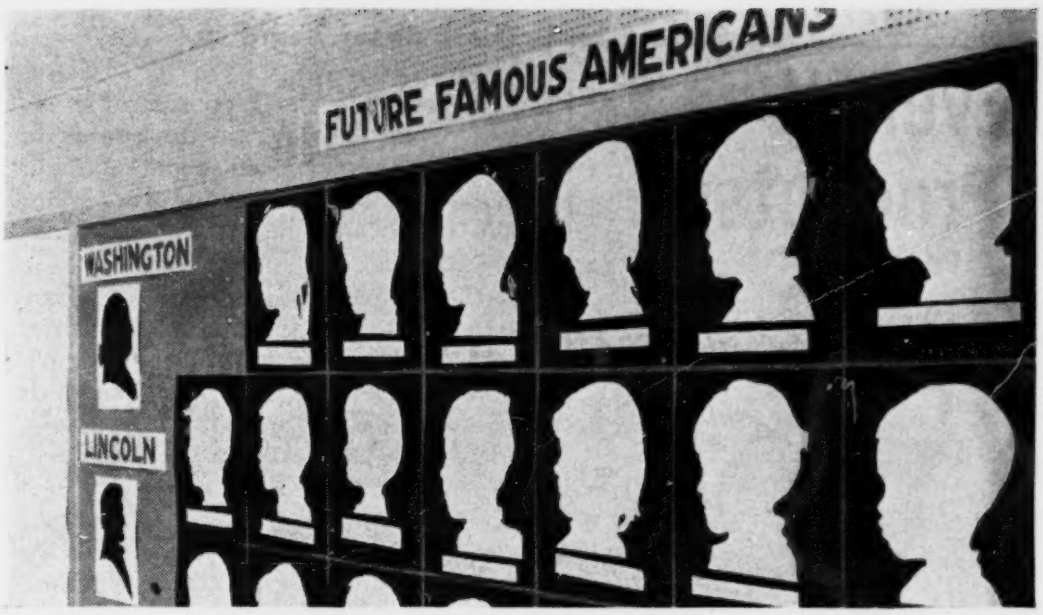
Many people feel that animals in the classroom are just a device or gimmick to get the attention of the children. In many cases this is true, and that is far from being an ideal situation. Animals, like any other instructional device, are only as effective as the teacher who is using them intends them to be. If used in a well-adjusted, meaningful learning situation, animals can and will produce effective, lasting results in a relatively short period of time.

Of course, the effectiveness of the results depends on the amount of responsibility that the teacher wishes to instill in the child as well as the amount of responsibility the child can maturely handle.

Through the responsibility of proper caring, handling, feeding, and cleaning of the animals and their cages, the student soon realizes that animals, although they are a great deal of fun, are also dependent on him or her for their care and welfare. Immediately, upon the realization of this fact, the child concludes in his own youthful manner that he now has an obligation and a duty to perform to the animal in return for the pleasure he derives from it.

The bulletin board and a train serve as an aid for reviewing abbreviations





intense light source for profiles for class display

Once this becomes evident to him in his own mind, he has developed a readiness to adopt larger responsibilities within the classroom.

This method of developing responsibility is especially effective in a situation where the student has met with very little success in any other of his endeavors—scholastic or otherwise.

Responsibility is only one area in which the students gain from having animals in the classroom. With guidance, the students can learn how animals live and eat, how they sleep, how they react to certain situations, how they adapt to their environment. They also can learn to collect valuable scientific information by observation in the classroom. They can even learn much about the learning process by properly directed experimentation with the animals.

Here is presented an interesting challenge for a teacher looking for a unique approach to a difficult and involved problem—that of developing responsibility in the individual child.

William Keane,
Academy Avenue School

Volcanic Eruption in the Classroom

As the children study volcanoes they become amazed at what happens when one erupts. After we have learned what causes the volcano to erupt and what the results of an eruption are like, we have a mock eruption in our room.

A volcano can be built with plaster of paris, a balloon, and a megaphone. Insert a round balloon into the small end of a megaphone and blow it up. (This makes the indention in the top of the volcano.) Mix the plaster of Paris and pour it into the large end of the megaphone. Stand the megaphone on the small end, propping something against it to keep it upright, until the plaster of Paris dries. (If you line the megaphone with a piece of plastic first the volcano will come out easier when it is dry.) After it has dried, remove it from the megaphone and paint it with poster paint. Build a small town around the base of the volcano. This can be done on a table or a large sheet of plywood. Now you are ready to erupt the volcano.

Put a small piece of aluminum foil in the hole at the top of the volcano. Put some ammonium dichromate in the top along with a few small pebbles. Light the chemical and the eruption begins. As the chemical burns it shoots up in the air just like a real volcano. The pebbles fly out and roll down the side of the volcano. If you use enough ammonium dichromate it sometimes knocks down trees that are around the base of the volcano. After the eruption have the children tell what causes a volcano to erupt. It makes a very effective lesson and is one in which the children were interested every minute.

Moonyean Devine—Athens School

Electric Quiz Boards

Large-size electric quiz boards are used as a rather unique visual aid in the classroom. Children can work independently on them to enrich learnings in science, language arts, arithmetic, and reading.

We have used them extensively in natural science to aid in identification of pictures of animals, plants, and so forth, by matching a picture with the name or with a characteristic of the animal. It has been an invaluable aid in bird identification, for example.

In phonics and remedial reading, sounds can be matched with words containing those sounds. In language, words are matched with their definitions; in arithmetic, measures can be matched with equal measures, numbers with their basic facts, and so forth. There is really no limit to the uses of a quiz board as the answer key and picture or word sets can be easily interchanged by use of brass clips with no additional wiring needed.

Ruth Grant—Homestead School

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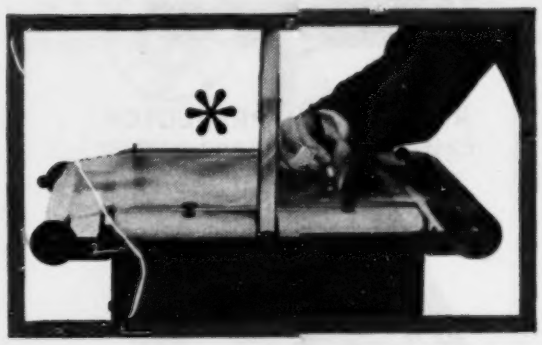

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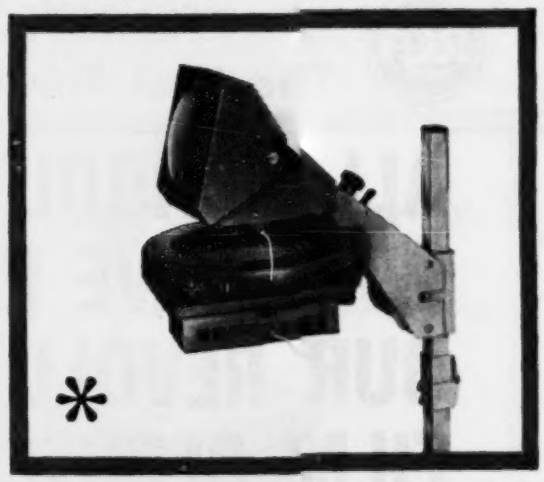

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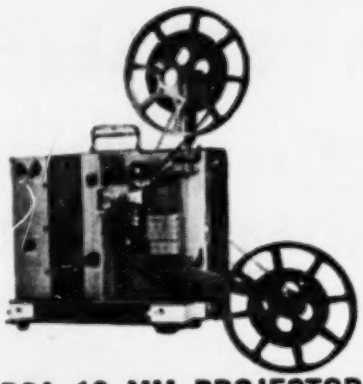

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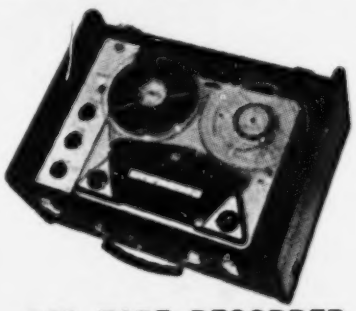

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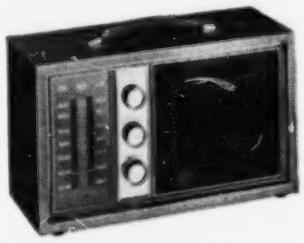

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The Bulletin Board in Language Arts

As children need considerable review, the following was devised as an aid for reviewing abbreviations, but could be adapted easily for other areas. We called it "The Abbreviation Express Train."

First the class discussed the "key letters," contained within the larger word, which serve to form the abbreviation. These were then placed on cards in heavy black letters while the remaining part of the word was written in red. ex.: *Mister.*

Jan.*uary*

The cards were then slipped into the train, grouping similar sets together. The abbreviations for the months were placed in the windows of car #1, with only the abbreviated part visible. The days of the week were placed in car #2, the measures in car #3, etc.

As for the abbreviations not easily grouped, these were placed on "puffs of smoke" (paper) coming from the engine.

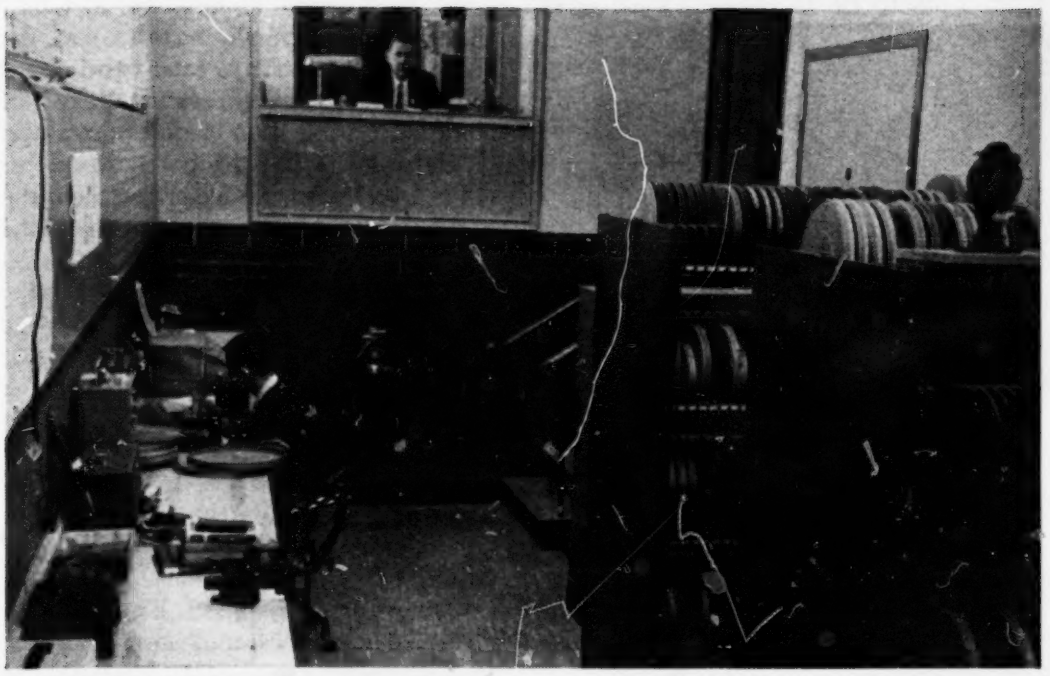
Mary E. Rice—Ralph Talbot School

Our Word Bank

DEPOSIT: Interesting New Words
SAVE: Time by learning spelling and meaning
WITHDRAW: When needed
BALANCE: A Larger, Interesting Vocabulary

Our word bank makes learning new words fun. We try to learn a new word each day. If possible, try to have a picture to illustrate each new word you introduce to the children. Use the word in a sentence. Let the children try to discover the meaning from the picture or the sentence. After discussion of the meaning have the children use the word in a sentence. Every child tries to use the new word at least once during the day. When the new word has been discussed it goes in the word bank. In this way our words are kept

Previewing filmstrip in taping cubicle



The distribution, inspection and maintenance area of the IMC

in sight and the children can practice using them. The word bank can be put on a bulletin board or on the chalkboard. List the new words under the bank.

The children can also make a card file of their new words.

Moonyean Devine—Athens School

Dress-Up Your Coatroom

Give your old coatroom a new look! Dress it up with the children's art work. Change it from a coatroom to an "Art Gallery."

Most classrooms do not have enough space to display the art work of every child throughout the year. After an art lesson most of us choose only the pictures we consider "good" and display them in our rooms. The children who have very little artistic ability never have the satisfaction of seeing their work on a bulletin board in their classroom. If a child has done his best he deserves to be rewarded by having his work displayed. We solved this problem by changing our coatroom to our art gallery. Every child has a space in the gallery. His work is identified by a name tag. There has been much improvement in the art work since we started our art gallery. The children are very proud of it.

Every month we have a special art lesson. All pictures from this lesson are hung in the art gallery. Before we begin working on paper we discuss our subject. Every child is encouraged to make a contribution to the discussion. By the time we have finished sharing our ideas all the children have become enthused about the subject and are anxious to begin executing their ideas. The results are amazing. Try it!

Moonyean Devine—Athens School

Language Bulletin Board: The Abbreviation Tree

The Class and I made a brown paper tree and cut out leaves of colored paper on which I printed the abbreviations on one side and spelled out the full word on the other.

We would study and review the abbreviations by turning the leaves over and spelling the words.

Cynthia Payne—Nash School

Future Famous Americans

Tape a sheet of paper on the wall. Have the child stand between the light of a filmstrip or overhead projector (any intense light source will do) and the paper so that a good outline of his profile appears on the paper. Trace around it. Cut and mount on contrasting paper. Mount name in child's own handwriting as a base.

Display on bulletin board along with profiles of famous Americans. Children may later take home their profiles to their parents as a gift appropriate to the season.

Barbara L. Cleaves—Humphrey School

Individualized Reading Program Using the Overhead Projector

The introduction of an individualized reading program is at times complicated and confusing. As the process of teaching children how to keep records of their reading progress may, at times, become boring to them, it is easy for the pupils to lose interest in this particular phase of the program. Since this is the initial phase, or the introduction of the SRA Reading Laboratory, interest at this point is vital. The procedure suggested in SRA is followed with the exception of a few minor modifications. The most important of these we have found is that the overhead projector can be an effective tool in the effort to maintain interest and achieve satisfactory results.

By combining two classes in the all-purpose room, a team-teaching situation is created in that two teachers constantly supervise while the principal uses the overhead projector. Children

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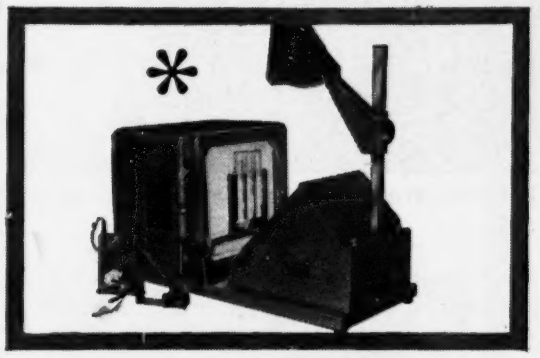

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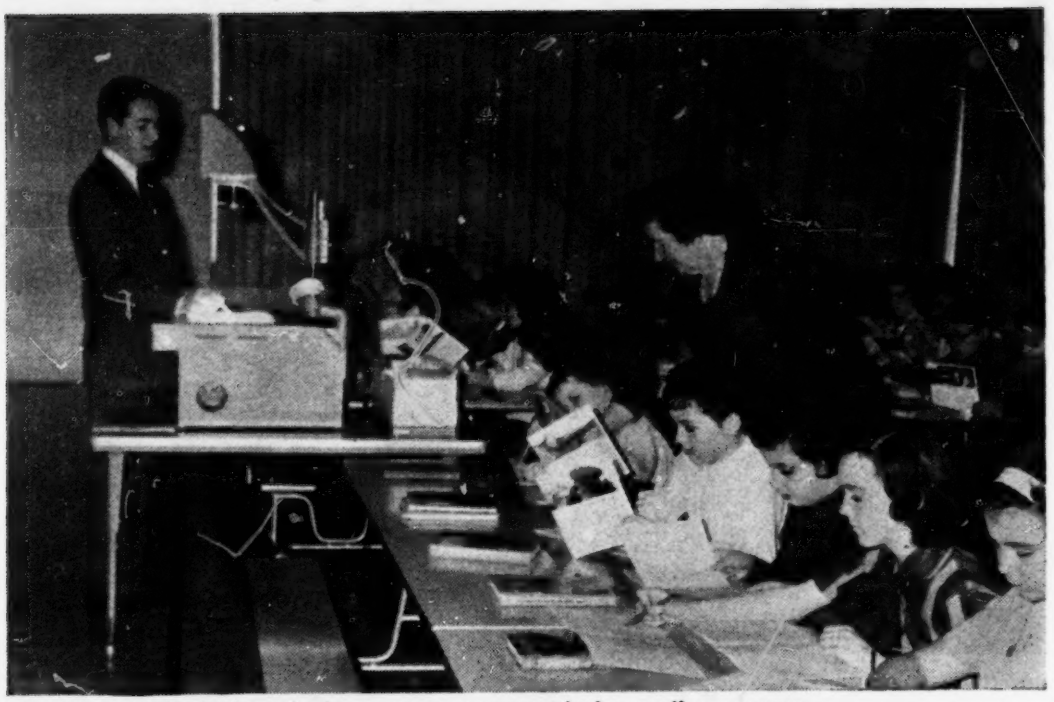

Teaching students how to keep progress records in reading program

seem to thrive on change. Thus, the principal's part, as a teacher, helps to maintain a high interest level.

Although the SRA reading program is multi-level, the record keeping is extremely complicated for pupils beginning this program. In this reading system, each pupil is required to record accurately his progress in comprehension, speed, and listening. In order to do this he must maintain line and bar graphs which is a new experience for many of the children. Instruction is also given in the use of tables for converting raw scores to percentages, which then are transferred to individual progress charts.

We have made projectuals for each of the various charts and graphs the children must use. These, of course, in addition to being permanent, are much larger when projected than they otherwise could be. We are thus able to point out exactly what we are referring to as the pupils have exact duplicates of these charts in their own workbooks.

We have found that the overhead projector is an invaluable device in helping us to maintain an orderly sequence of directions, in reducing errors in the initial stage of learning, and in reducing considerably the need of reteaching. Children seem to grasp more quickly, and there is much less repetition of the same questions. Children often answer their own questions by referring to the projected charts.

Joseph A. Dugan and Robert E. Driscoll (Principal)—McCulloch School

Teaching Modern Arithmetic Through Use of the Overhead Projector

The Weymouth Schools began the teaching of modern arithmetic in September, 1963. Being a first grade teacher, I found the overhead projector a very effective tool in teaching the children to succeed in this subject.

Our Audiovisual Department reproduced on transparencies (with permission) the material in the arithmetic book, *Seeing Through Arithmetic* by Scott Foresman. Since it is an advantage to have children work with objects and pictures before teaching them to work with figures, the overhead projector is an effective aid in teaching each lesson.

It is an extremely helpful device at the beginning of the year when first graders are in the elementary stage of focusing attention of any subject for periods of time.

It is also excellent for drill work. The teacher can digress in her own way each day with supplementary materials, teacher-made slides and so forth but use the prepared slides for basic drill since repetition is the keynote at this level.

Original transparencies can provide opportunities to work individually with children who are having difficulties. Teacher-made transparencies can be made more realistic by actual classroom experiences.

The tangible experience of doing it together comes about when working on a face-to-face basis with a central object such as the transparency.

Alice Murphy—Johnson School

The Overhead Projector, Jack of All Trades

Every day new uses for the overhead projector are found in all subject areas. Some examples that I have found successful are listed here:

WRITING To make a writing sheet that will last for quite a while, it is best to line a transparency on one side and write on the opposite side. This method will enable you to erase the letters while keeping the lines intact for the next time. Advantages of using the overhead projector for writing include the fact that the youngsters can see their own writing enlarged, and thereby have an excellent means of evaluating their own strong points and weak points. Not to be ignored, of course, is the marvellous enthusiasm the children show when working with the overhead projector.

ARITHMETIC The overhead projector can be used for showing a large set broken down into subsets or for showing number stories. To do this, the teacher may use any small movable materials (such as pennies, pieces of macaroni, or cardboard discs). She then places them on the overhead projector and manipulates them to demonstrate her concept. The process is projected on the screen. The children also love to do this, and one may come to the overhead projector to show, for example, a set of ten while the rest of the class makes the set with materials at their desks.

LANGUAGE ARTS A story dictated by the children can be written on a transparency. By this means the story can be saved for future reference and at the same time valuable board space is saved. This machine is also a new and interesting means to stimulate interest in a word drill. The drill can be prepared by the teacher and directed either by the teacher or a pupil who may be selected as "teacher of the day." Phonics, word introduction and spelling are also easily adapted to the projector.

ART The overhead projector will cast a light on the blackboard. If the teacher tapes a piece of black construction paper on the board and stands a child in front of the paper, the child's shadow will fall on the paper. Then the teacher or another youngster can trace the shadow. The result is the child's silhouette. Made into cards or framed with construction paper, these

Handwriting lesson for class evaluation

silhouettes make meaningful and appreciated gifts for Christmas or Mother's Day.

Mary P. Donnellan—Athens School

The Overhead and Diagraming

Using the overhead projector can be the difference between having a routine or a stimulating class. This is particularly true if the subject area is one that does not rate too high in pupil preference. From time to time in the teaching of any subject, a new method or fresh approach is needed if pupil interest and participation are to be maintained at a high level.

I have always introduced the basic skills of diagraming to my sixth grade classes after they have mastered the parts of speech. Most studies show that diagraming in itself does not improve one's ability to write better sentences. Through the diagram, though, we can further stress the role of each word or phrase in the sentence and see how each has its own "job" or how it functions as a part of the whole. The diagram itself is a visual aid, like a chart or graph, in that it pictures the structure of the sentence, starting with the main elements on the base line and continuing with the modifiers and less important parts taking their place below this.

Sixth graders enjoy diagraming. To them it is like working out a puzzle. But I find that the interest is even greater when the overhead projector is the teaching tool. The fact that it may be a new machine to the class is in itself an "attention getter" and the projected image on the screen seems to reduce to a minimum the distractions in the room that might ordinarily be vying for the class' attention. As always, its greatest advantage is that it permits the teacher to maintain close eye-to-eye contact with the group and keep their interest at all times.

This versatile teaching aid does not have to be a "teacher's tool". For drill and review work your pupil participation will be at an all time high if they know that they can be "teacher" and put the correct diagram on the projector deck. Then their classmates in turn have a chance to evaluate their work and offer constructive criticisms, thereby strengthening their own learning in this area.

M. J. Merten—Adams School

Lantern (3¼" x 4") Slides

History lends itself easily to an enterprise method of study. An interesting and rewarding way for children to show what they have learned is the preparation and presentation of a slide program.

After discussing the unit with the children and the choosing of a slide program as the unit activity, it is best if committees are chosen on preference. When the unit covers one general civilization, topics may be used as a means of dividing into committees. For example, on a program covering Greece, government, art, religion and famous men were some of the topics for our committees.

This year the children chose to do a slide program on developing civilizations. Basing our committees on the various civilizations covered (nine in all) was the best approach. The committees worked on a list of topics to be covered by a report and an illustration.

The slide materials were obtained from our Instructional Materials Center. The children may find it easier to prepare a written report on their subject first. Each child should have at least one report and one slide to prepare; many will have more. There will be extra slides and reports to introduce the program, each civilization and to bring the program to a conclusion.

The children draw or copy an illustration for their report. This is the basis for their slide. The drawing must measure approximately 2½" x 3", then a ground glass or similar slide can be placed over the drawing and with pencil the picture is lightly outlined onto the slide. (All pictures should be drawn horizontally on the slide as the projector will not take a vertical slide.) Special transparent crayons are used to color in the picture. The finished slide is then bound for protection to a clear cover glass by the use of masking tape.

The slides are then numbered, to correspond to the reports, the number for the slide being placed on the upper right hand corner as the picture is held upside down. The children now tape record their reports, the projector is obtained and they are ready for their program.

To add variety slides may be prepared from Polaroid transparency film

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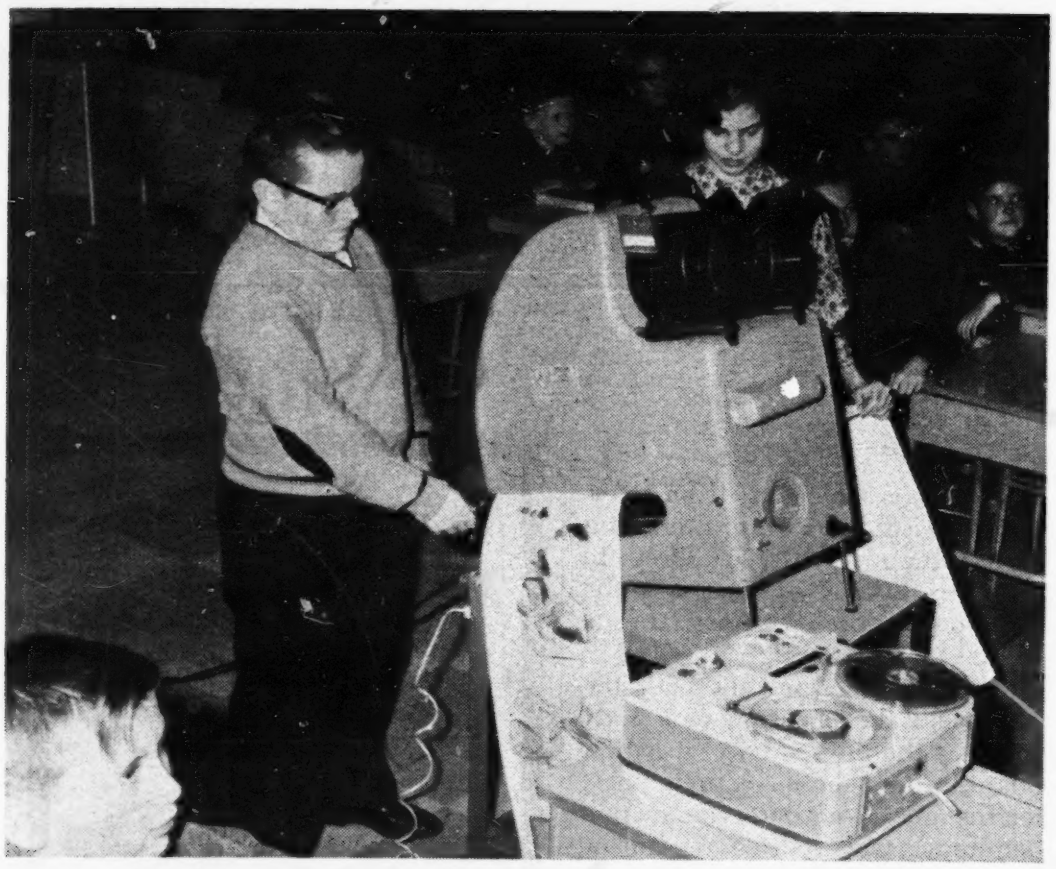


Students make their own "sound" movie with opaque projector, tape recorder

mounted between two cover glasses or in special inexpensive Polaroid plastic mounts. Photographic slides of this type are permanent and since they usually are copies of prepared material, offer a much broader use than most of those made for a specific project.

Mary Gilmore–Johnson School

The Sound Filmstrip— A Multimedia Approach

One such combination that we wish to discuss here is the 35mm sound-filmstrip, a combination of phonograph or the recorder and a filmstrip projector. This is a simple change of pace tool that is very often commercially produced to fit your need. Perhaps you have been using the 35mm projector in class and have had the youngsters read the captions, manual, or have read yourself. However, the value of this combination lies in the fact that a new dimension is created by the use of a *new* voice. Strangeness is akin to interest. Here the use of a new voice will automatically alert the class and cause greater attention to be given since they are not used to the language patterns of the speaker.

One of the most valuable parts of this combination is the addition of authentic sounds to correlate with the frame being projected. Think how much more meaningful a filmstrip on birds would be to second-grade youngsters if they heard the actual sounds of the birds pictured.

How about playing some Chinese music softly in the background as a filmstrip of China is being projected? How about a French record while showing some slides of France? The possible combinations here are only limited by your imagination. But you can readily see the value of this type of correlation. It tends to lend realism, to add a third dimension to something which is obviously only two dimensional.

Ernest B. Remondini, Ralph Talbot School

The Versatile Opaque Projector

Realia can often be projected with this device. There are many times when the teacher wishes to show the class in detail many small objects when sending them around the room is too time consuming. Also, most of the points made at the time of explanation will be lost when the object is viewed later, often during a completely different presentation. Such things as coins, small shells, insects, stamps, the ruler and the like can be projected, enlarged for all to see at the time of explanation.

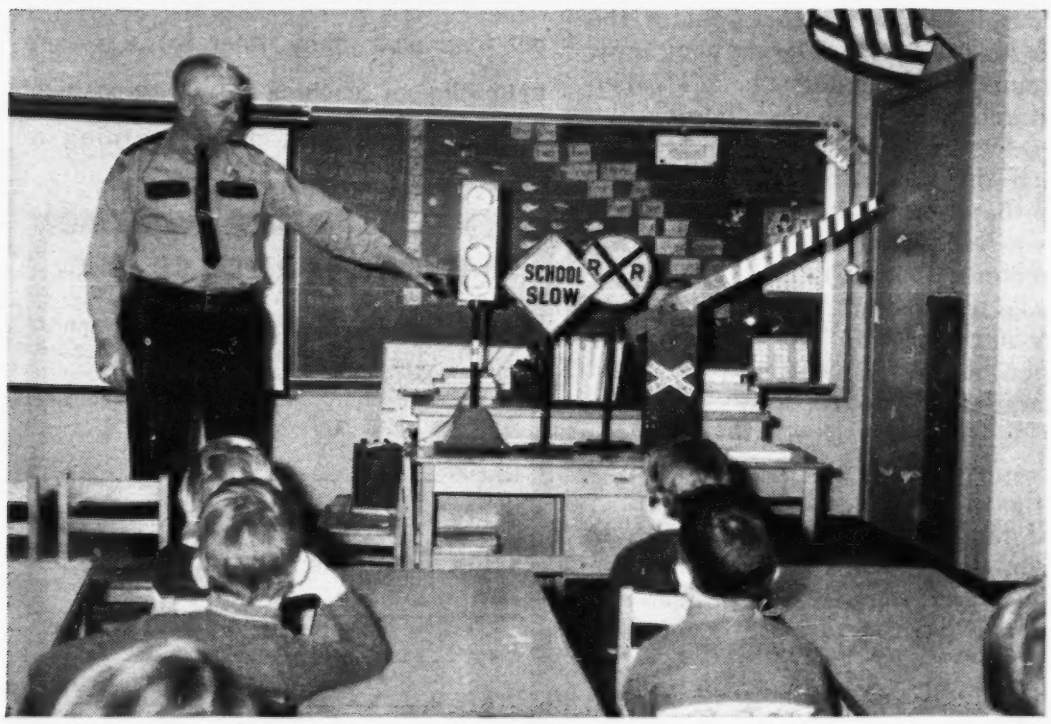
Visual correction of written work can be accomplished by projecting a paper before and after correction. This technique is also effective in teaching good grammatical and rhetorical construction. Both pupil and teacher prepared materials may be projected for a great variety of approaches. Perhaps best of all, pupils have an opportunity to see the good as well as the bad.

Oral reports can be more interesting or more easily stimulated if the pupil uses some of the "teacher's"equipment. Have a youngster make an illustration of something (e.g., a map of the Battle of Vicksburg) then while he shows his illustration he describes or explains it.

Imaginative use of this machine will produce lasting rewards otherwise difficult to achieve.

Ernest B. Remondini Ralph Talbot School

Safety officer of Weymouth Police Dept. uses multimedia approach



We Make Our Own "Sound Movie"

This type of activity would be subsequent to individual activities designed to acquaint the youngsters with the use of a tape recorder and an opaque projector. When the pupils have gained a degree of familiarity with both instruments, then this project may proceed without any production snags.

The project is the making of a "movie" based upon some phase of school work. Select a topic. Have the youngsters make an outline of the story to be presented. The outline should

then be condensed to "scenes" equal to the number of pupils in the class.

Once the scenes have been established, each pupil then selects one to draw. If the opaque projector has a 10 x 10 opening, then use drawing paper at least 11 x 11 to allow for a margin. The youngsters will then use crayons to illustrate the scene. Deep colors are necessary. Limit detail. If the opening is 6 x 6, then a 12 x 12 drawing should be made first to see what it will look like before reducing to 6 x 6 size.

Next, project finished drawings to see how they look on the screen. Critical analysis should now be employed to improve the illustrations.

A story describing each scene should now be written, checked, and rewritten. The story should be read to the class for evaluation, and changed if necessary.

The story should now be placed on tape. Each child in the order of scene sequence should read his story into the tape recorder microphone. Using the health room screen draped with blankets has provided us with a fairly good sound studio which eliminates much of the room noise that the recorder will pick up. The entire tape should be played to the class for analysis. Stop after each sequence to discuss any problems. Retape for practice.

Finally, make a final taping of the story from beginning to end. Impress upon the pupils that this is the final try and any errors will have to remain.

Now for the "show" for which they have been working! Projecting the pictures in sequence on the opaque projector, while running the tape recorder will give us our own "sound movie"!

Ernest B. Remondini,
Ralph Talbot School

Increasing Reading Achievement

"I would like to try reading with the higher group if it is all right with you," was the request of an enthusiastic user of the Controlled Reader. This is the type of response typical from my class after using the Controlled Reader for two weeks.

For those of you who are unfamiliar with this machine, it is a 35mm filmstrip projector with a timing device. The teacher projects the image—one line of a story—upon the board, and the child's eye is carried from left to right, and from line to line following the lighted portions of the screen at a predetermined rate.

Here, in the Controlled Reader, is a practical and stimulating way to develop speed and comprehension in the individual reader, as well as in the class as a whole. Student acceptance of the Controlled Reader to a large extent depends on the attitude of the teacher. As the machine has been used in my room, there has been a noticeable increase in the comprehension of history,

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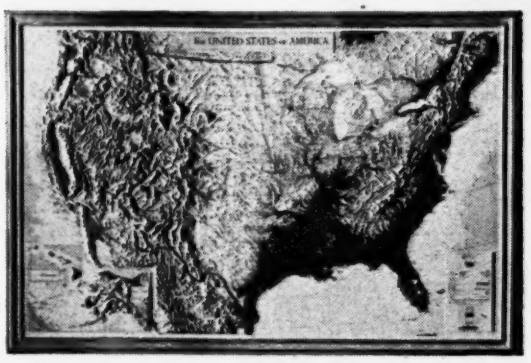

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Adding a "new" voice or different sounds to filmstrip heightens interest

geography, and science, in fact, in any area in which reading is essential to better understanding of the subject matter. It has become a common occurrence for a child to ask upon entering school in the morning when the Controlled Reader will be used that day.

In the actual use of the Controlled Reader, it is to the advantage of the students to start at a lower grade level and develop confidence in their own ability and skill in the use of the machine before proceeding to a more advanced grade level. As the students become skilled, it soon becomes evident they are beginning to strive for self-improvement. This, of course, is an ideal situation from the viewpoint of the teacher. There develops in the student, from within, a desire for conscientious study and concentration while the reader is in use. The student soon realizes the importance of comprehension, as well as speed, for he has no opportunity to look back to find important facts. I feel that here is truly measured the ability to read and learn. In other types of reading tests the actual ability to comprehend without looking back cannot be determined.

At the same time, the Controlled Reader develops in the student a better understanding of how his eyes see. It also develops within the student the ability to organize his thoughts as he reads, knowing full well he cannot regress to find basic facts. Here is developed a pattern of material organization that when fully mastered can be used in areas other than reading.

I feel that the Controlled Reader, if properly used, can actively stimulate and help the student, especially the problem reader, to greater reading achievement. Through the student's increased reading ability, he is therefore able to enrich his entire school life in all areas of the curriculum.

William Keane,
Academy Avenue School

Literature III Via ETV

Because of the very complete guide furnished with all "21-Inch Classroom" programs, we were able to consult the school librarian previous to the opening of Literature III and were able to actually have in our classroom most of the books which were discussed during each program. This brought the whole program alive. After it was over we looked at and discussed the books, stories, pictures, illustrations, and so forth. We kept a table in the room for these books. When the children went to the library they looked for more books by the same authors. They made oral and written book reports, illustrated stories, dramatized some and just enjoyed others.

Much interest in reading was shown by most of the children and their ability to choose good books in the library was greatly enhanced.

I think programs of this type could well be continued on to higher grades using educational television as the prime medium of instruction.

Barbara A. Nash—Nash School

Communication Through A Resource "Expert"

Typical of the many resource persons regularly cooperating with educators in various specialized areas of the curriculum is Safety Officer William Riley of the Weymouth Police Department. Officer Riley visits every elementary class at regularly scheduled intervals with a multimedia approach on "Safety To and From School," "The Dangerous Stranger," "Bicycle Safety," and "Water Safety and Artificial Respiration," (the latter at upper grade levels only).

Here is pictured his use of a sound film, miniature traffic lights and a railroad crossing gate (both work!) which along with appropriate posters and a safety trip to the area's most dangerous crossing, constitute an annual safety unit soon after the opening of each school year. Each spring 34 Safety Patrol members (two are selected from each elementary school) are escorted to Washington, D. C., for a combina-

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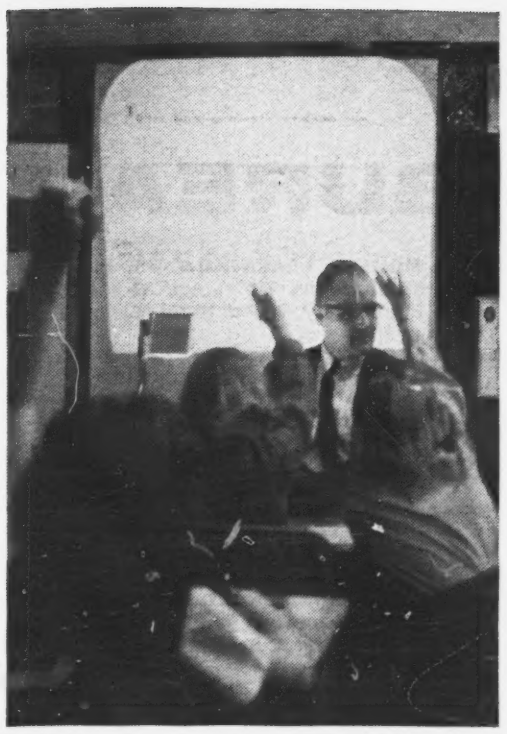

Sentence diagramming with the overhead

tion educational trip-Safety Patrol conclave.

Officer Riley is an outstanding resource person who has won the love and admiration of all with whom he comes in contact. While his contribution is exceptional, he has many counterparts – here and everywhere – who have much to contribute to the total educational growth of children. We have found the resource person, carefully screened and judiciously scheduled, to be a most effective communications medium.

Paul C. Cleaves

Make Your Own Picture-Book Readers

At the beginning of the school year it is quite some time before first graders are able to read a book other than their own pre-primer basic reader. In order to enable them to review the vocabulary and also to provide enjoyment, each year I make several little booklets at each of the pre-primer levels.

Late in the spring when the children have acquired skill in cutting, they cut out small pictures from sales catalogues, magazines, and old books which are to be discarded from our class library. I use these pictures during the summer to make my booklets for the following fall. I make the books about the size of the pre-primers so they are easy to handle. Each book contains twelve pages. Oak tag is used for the cover. By using a different color for each level, the children can tell which booklets they should be able to read.

It is very easy to find pictures to illustrate pre-primer vocabulary. "Oh, look, look" could be illustrated by anything from a doll cut from a sales catalogue to a bear from a cast-off reader.

I add to the supply of booklets each year, discarding those which are dirty or torn. The average life of a booklet is two years.

The enjoyment and feeling of success that the children get from these booklets more than repay me for the small amount of time spent in making them. The enthusiasm generated by them is a great source of satisfaction.

Etta Bowker—Nash School

Once again we should like to emphasize that we have avoided reviewing material on standard practices using standard tools in favor of the more unusual techniques involving some of the less glamorous or often overlooked instructional media.

We sincerely hope that the practices reviewed above have succeeded in stimulating you to the extent that these and other uses of the great variety of teaching tools now available to us will become completely integrated into your future endeavors.

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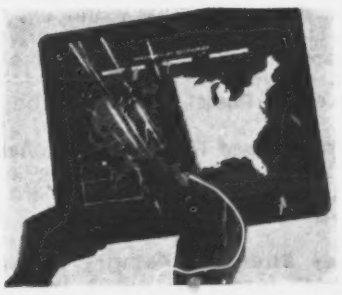

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